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ABSTRACT

Comprehensive school reform (CSR) focuses on reorganizing and revitalizing entire schools, rather than on implementing individual programs. The idea behind CSR is that schools cannot educate all students to high levels unless all the education system's components work together toward a common goal. Choosing a CSR model can be difficult and frustrating; models, and the information they deliver, vary widely. This multimedia package (a booklet and two audiotapes) presents CSR models and offers guidance on implementing them. The booklet, "Changing by Design: Comprehensive School Reform" (Elizabeth Holman), offers an overview of CSR. It defines CSR; answers the two most frequently asked questions (How much does it cost? and Does it work?); examines factors that have an effect on successful implementation of CSR; and addresses what issues schools and districts should be aware of. The second part of the booklet provides brief descriptions of 17 CSR models. The booklet contains 29 resources, which include guides, reports, and organization Web sites. In Tape 1, "A National Discussion," a panel of policymakers and education experts share their views on CSR. Tape 2, "Stories from the Field," visits several schools and districts that have adopted proven approaches to comprehensive school reform. (WFA)

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Changing by Design: A Comprehensive Approach to School Reform. [Booklet with Audiotapes]

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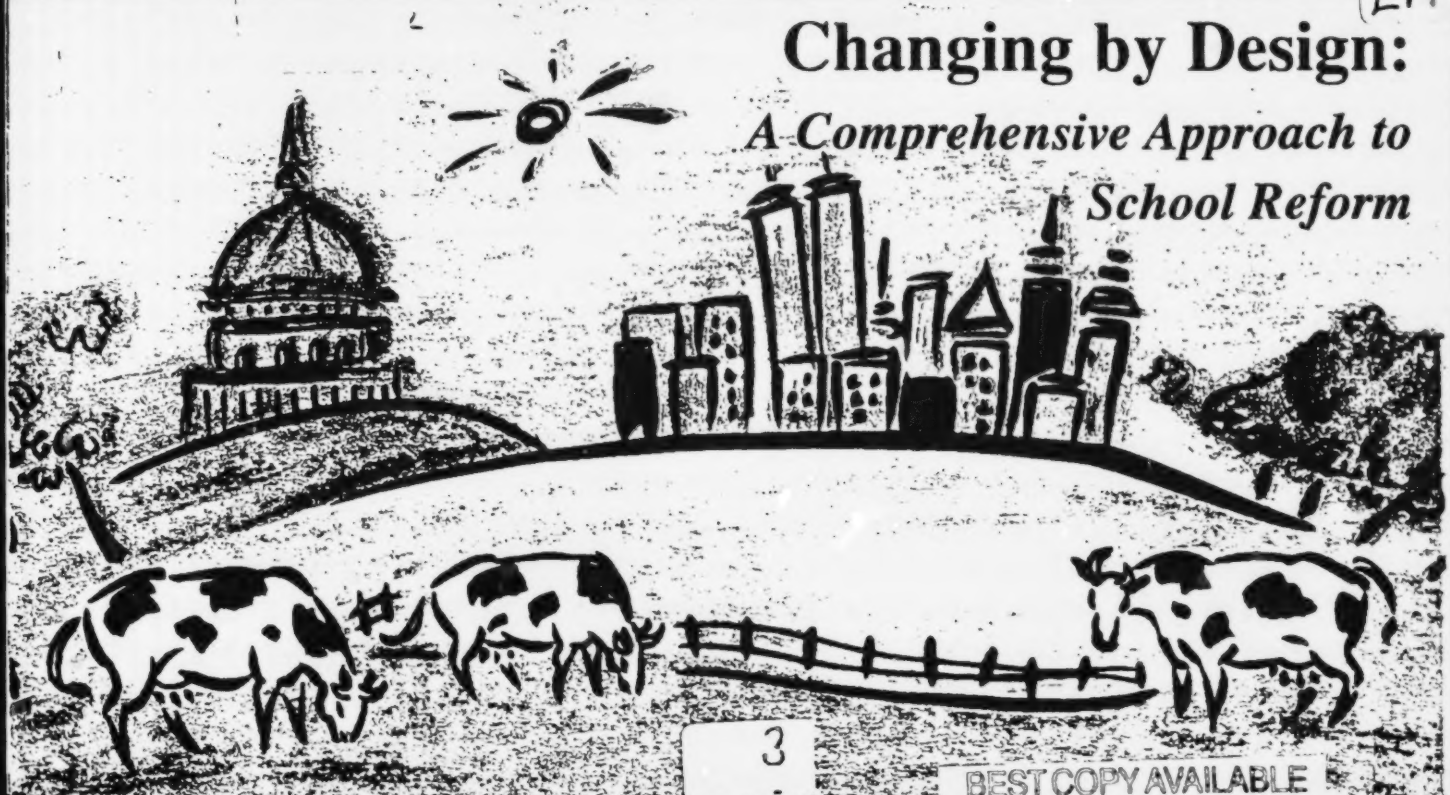
Changing by Design:

A Comprehensive Approach to School Reform



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Tape One—A National Discussion

Policymakers and education experts share their views on comprehensive school reform—its promises and potential pitfalls—in this 60-minute audiotape. Featured guests include:

- **Congressman David Obey** of Wisconsin, the ranking Democrat on the House Appropriations Committee and one of the sponsors of legislation creating the Comprehensive School Reform Demonstration Program
- **Sam Stringfield**, a senior researcher at the Center for Social Organization of Schools at Johns Hopkins University and director of a longitudinal study of the New American Schools' effort to transform a school district in Memphis, Tennessee
- **Paul Hill**, director of the Center on Reinventing Public Education at the University of Washington and a proponent of "contracting" in public education
- **Ron Brandt**, the retired editor of *Educational Leadership* and former teacher and school administrator
- **Cheryl Smith**, a key legislative staffer and education advisor to Congressman Obey

Tape Two—Stories From the Field

This 105-minute audiotape visits several schools and districts that have adopted proven approaches to comprehensive school reform. Part one of the tape focuses on two rural Midwestern districts: LeRoy, Illinois, and North Port, Michigan. LeRoy Elementary recently adopted the Modern Red Schoolhouse approach while North Port has been a member of the Coalition of Essential Schools for over ten years. Part two highlights the Cincinnati, Ohio, school district, a New American Schools "scale-up site" where an ambitious effort to transform the district's schools is underway. The Expeditionary Learning/Outward Bound model is featured in this segment.

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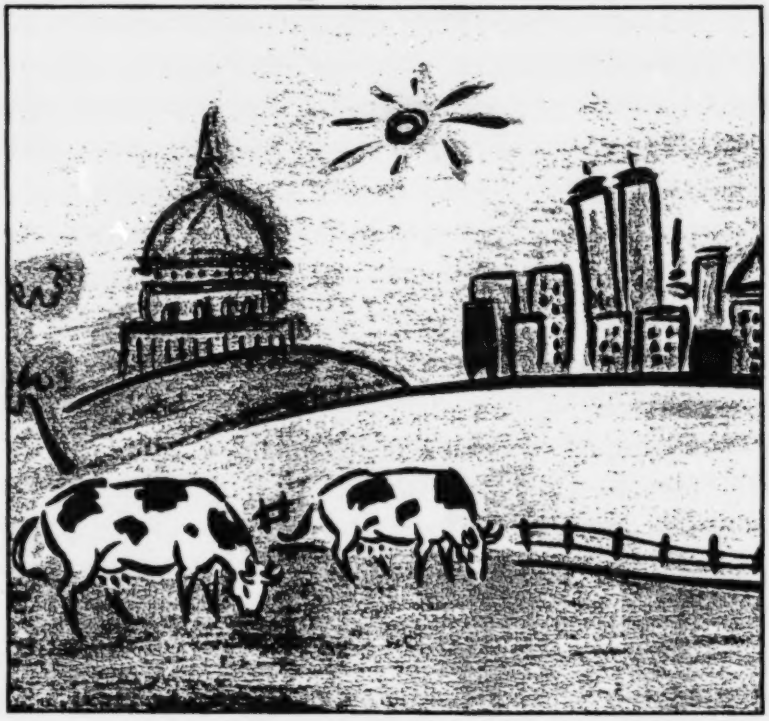
Changing by Design Comprehensive School Reform



An Introduction to Implementation

Developed by:

NCREL

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Changing by Design
Comprehensive School Reform

by Elizabeth Holman

Overview

Educators wearied by years of trying to help all kids learn better are about to get some new muscle. Piecemeal projects such as math programs, technology plans, and professional development have yielded significant gains, but still schools struggle to make widespread change. In recent years, some educators and reformers have drawn all the pieces together into a new approach known as comprehensive school reform (CSR). And now the U.S. Congress has bolstered their efforts with federal funds.

Comprehensive school reform focuses on reorganizing and revitalizing entire schools, rather than on implementing individual programs. Ideally, CSR models use well-researched and well-documented approaches to schoolwide change that are supported by expert trainers and facilitators. The idea behind CSR is that schools cannot educate all students to high levels unless all of the education system's components—including curriculum, instruction, assessment, budgeting, governance, professional development, and community involvement—work together toward a common goal.

Schools across the country have partnered with education reformers to put these new models in place and find out how well they improve education for all students. While early results are mixed, the approach is promising enough that Congress allocated $150 million to implement comprehensive school reform in schools across the country. The Comprehensive School Reform Demonstration (CSRD) Program was signed into law in November, 1997. Sponsored by Congressmen David Obey (D-WI) and John Porter (R-IL), the CSRD Program provides funding to help schools adopt successful comprehensive school reform models.

The three-year program makes $145 million available to state education agencies to provide incentive grants to districts for schools to do comprehensive reform. The purpose of the program is to provide a minimum of $50,000 per school to "jump-start" the use of research-based, comprehensive school reform models. Title I schools serving disadvantaged students will receive $120 million; the remaining $25 million can be distributed regardless of Title I eligibility. The legislation identifies 17 models (see descriptions starting on page 20) but also states that schools can adopt other, research-based comprehensive models and "home-grown" models that meet the CSRD criteria. In addition to the state funds, the ten regional educational laboratories will receive $4 million to help schools select, design, implement, and evaluate comprehensive school reforms. The U.S. Department of Education received $1 million to disseminate proven comprehensive school reform models.

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As these federal funds become available to states, school and district leaders are working hard to learn about the CSR models and decide whether they want to adopt one and, if so, which model is the best fit. The tapes in this package reflect the mix of excitement, confusion, frustration and hope that are part of the matching and implementing process. This booklet is designed to help people in schools and districts respond to some of the questions raised by that process by addressing questions about implementation and providing overviews of the 17 models listed in the CSRD legislation.

What Is Comprehensive School Reform?

There are three overarching themes in comprehensive school reform: models must be *research-based, effective,* and *replicable.* The CSRD legislation builds on those themes by listing nine criteria that form a good working definition of a comprehensive school reform program. Here are the criteria, as set forth in the legislation:

1. **Effective, research-based methods and strategies:** The model uses innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics.
2. **Comprehensive design with aligned components:** The model has a comprehensive design for effective school functioning—including instruction, assessment,

"Districts have to come to see themselves as developers of talent and decision making skills at the school because no level of bureaucracy can cure ignorance."

—Sally Kilgore, National Overview tape

classroom management, professional development, parental involvement, and school management—that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan. This plan is designed to enable all students—including children from low-income families, children with limited English proficiency, and children with disabilities—to meet challenging state content and performance standards and to address needs identified through a school needs assessment.

3. **Professional development:** The program provides high-quality and continuous teacher and staff professional development and training.

4. **Measurable goals and benchmarks**: The model has measurable goals for student performance tied to the state's challenging content and student performance standards—as those standards are implemented—and benchmarks for meeting the goals.
5. **Support within the school:** The program is supported by school faculty, administrators, and staff.
6. **Parental and community involvement:** The program provides for the meaningful involvement of parents and the local community in planning and implementing school improvement activities.
7. **External technical support and assistance:** A comprehensive reform program uses high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement.
8. **Evaluation strategies:** The program includes a plan for the evaluation of the implementation of school reforms and the student results achieved.
9. **Coordination of resources:** The program identifies how other resources (federal, state, local, and private) available to the school will be utilized to coordinate services to support and sustain the school reform.

While none of these elements is new, it is the way they work together that makes a program truly comprehensive. A good CSR model is one that coherently integrates all nine of the above criteria.

The Two Most Common Questions About CSR

Choosing a model can be difficult and frustrating, as the models themselves and levels of information they provide vary widely. Educators must ask a host of questions to determine which approach is most likely to provide a good return on the enormous investment of time, energy and resources required to overhaul a school top to bottom. Two of the most frequently asked questions are How much does it cost? and Does it work?

How Much Does It Cost?

Each of the models provides cost information. But, in a very real sense, the school and district context determines the true cost. The following factors can affect the cost of implementing CSR models:

- **Staffing.** Does the model involve additional staff members or specialty positions? Some models require full-time or part-time staff for specific tasks such as school-community relations or professional development. If a school has the flexibility (and desire) to reassign staff members, that will help keep staffing costs down. Some models require that schools eliminate pull-out programs, which may then free up some teachers for reassignment.
- **Curriculum and assessment.** Does the model require the purchase or development of specific curricular and assessment materials? Some models include these items in their overall costs, but others do not. If teachers need to develop their own, there may be costs associated with the time and materials needed for development.

- **Professional development.** How much teacher training does the model require? Does it "count" as professional development? Some states and districts require not only a certain number of continuing education days, but also a certain type. Some schools have found they have to send their teachers for a "double dose" of education to fit the needs of the model and to fulfill the requirements of the district or state. Substitutes or additional days for teachers may add to the cost of implementing a model.
- **Geography.** How close is the district to the model developer or their training centers? Many developers require schools to pay travel costs when they come to provide technical assistance, so factors such as distance and difficulty

"Just putting a bunch of students and teachers together in a school without a particular plan or vision doesn't create... effectiveness. It's basically a holding company for diverse programs, rather than an institution with a common theme and strategy. It has to stand for something."

—Paul Hill,
National Overview tape

of travel between locations comes into play. Cost-sharing works in districts where several schools are implementing the same model. However, if a district has only one or two schools implementing a model, or if the district itself is difficult to reach, technical assistance costs will be higher.

- **Technology.** Does the model have specific technology requirements? Some models require computers in each classroom or certain software for teachers. If a school already has those items, their costs will closely mirror those set forth by the model developer. However, if the school or district must invest in new hardware of software, the cost of implementing the design can rise considerably. This can also be a fruitful area for partnership with local businesses, but, again, developing those relationships will take a certain investment of resources.

Does It Work?

None of the investment in any school reform will be worth it unless the changes result in better education for students. It is no wonder, then, that the first question on people's minds is whether or not the models work. The U.S. Department of Education suggests four categories of information to help answer that question:

- **The theoretical or research foundation for the program:** Models should be grounded in some theory or research-based explanation of why it improves student achievement.

- **Evaluation-based evidence of improvements in student achievement:** Models should provide data showing that student achievement improved following the program's implementation.
- **Evidence of effective implementation:** Models should be able to describe what it took to fully implement them in one or more sites.
- **Evidence of replicability:** Models should show that they have been successfully replicated in sites other than the site of their original implementation.

Ideally, every CSR model should be able to readily provide evidence in each of the above areas. However, that is not always the case. Many models are new, and no long-term data exist. Other models have a longer track record, but have put more of their resources into development and implementation than evaluation. For these and other reasons, such data are not available for most CSR models.

In addition, the quality of the evidence available for each of the four areas is likely to vary not only from program to program but also within a particular program. A program might have a very strong theory for why it should work and evidence that it improves student outcomes for some children, but might have only weak evidence of effective replicability. As schools consider models, they may choose to evaluate evidence along a continuum from most rigorous to marginal (a continuum from the U.S. Department of Education can be found at the NCREL web site: http://www.ncrel.org/csri/).

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"One of the nice things about picking a design is it gives a framework. It gives you a vision. It gives you a rationale for what you need to do."

—*Allan Odden, National Overview tape*

Another good way to think about whether a model is successful and a good fit is to ask, If a school implements this design, what might they expect to see in three to six months? What about nine to twelve months? Three to five years? If you walked into a school using this model, how would it look, feel, sound? Look for answers that address components such as curriculum and instruction, school management and student behavior. Particularly when a model cannot provide evidence in the four areas above, it is a good idea for people considering the model to ask these questions and then visit schools that are using it to see how well they are meeting expectations.

Getting the right fit between school and model is crucial if the work is to benefit students. Being savvy and persistent about questions of cost and effectiveness will help school and district leaders make good choies.

What Does It Take to Implement Comprehensive School Reform?

How can a school, district, and community have the best hope of success as they make the profound changes envisioned by the models? Some valuable insights come from the study of New American Schools (NAS), one of the early pioneers in the field of comprehensive school reform.

NAS is a private nonprofit corporation founded in 1991 to fund the development of new whole-school models or "designs" that can be replicated across the country. RAND's Institute on Education and Training has analyzed the NAS effort from its inception. RAND's 1998 publication *Lessons from New American Schools' Scale-Up Phase* presents the results of their study of the first two years (1995-1997) of "scale-up," in which NAS designs were widely implemented in 10 partner jurisdictions. The researchers looked at how schools were implementing the designs, and asked why some schools make more progress than others toward implementation.

The report has several important insights that are helpful to anyone implementing one of the CSR models. The full report is available from RAND (see the *Resources* section). These highlights point out factors that have a profound impact on how successfully a school implements a reform model:

Selection Process: As is so often the case, good information leads to good results. Schools that were well-informed about the designs and had the freedom to choose which design they would use made the most

progress toward implementation. Conversely, those schools that were rushed (or forced) into a choice showed much slower implementation.

School Climate: The schools that progressed best are the schools that started out best. These schools had consistent leadership and very little strife among faculty and staff. Schools that did not make so much progress often had preexisting tensions that got in the way of using the new model, or turnovers in leadership that resulted in less support for the changes the school was making.

School Structure: Elementary schools implemented new models faster than secondary schools. Evidence also indicates that alternative or restructured secondary schools progressed faster than traditionally structured ones.

Design Team: Each design team has its own approach and structure, which in turn has an effect on partner schools' success. Schools were more successful when they partnered with a design team that had stable leadership, built capacity of teachers and trainers in the field, and effectively worked with districts to garner resources for implementation. These designs also emphasized curriculum, instruction, student work, assessments, and professional development. Finally, the successful schools' partners supported implementation with whole-school training, facilitators, common planning time, and many training days.

District: Several factors at the district level influence success at the school level. Districts that had the highest levels of implementation in their schools were ones that:

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- Had leadership that was perceived by teachers as being stable, and strongly supportive of the efforts, and that communicated clearly how the NAS effort fit in with other restructuring initiatives under way. The attitude of leaders was perceived not only through what they said but through what they paid attention to, the ways they allocated resources and who and what they rewarded.
- Lacked political crises such as a significant budget reduction, labor-management strife, or a redistricting debate.
- Had a culture or history of cooperation between the central office and the schools.
- Provided schools sufficient autonomy to implement and promote the design.
- Provided more resources for professional development and planning.

State: In some cases, implementation at the school and district level was thwarted by rules and regulations of the states. State-mandated curriculum and assessments, for instance, sometimes conflicted with the needs and demands of the reform model. In addition, school improvement efforts sometimes simply were overwhelmed by the weight of political issues, leadership turnover, elections, and other crises.

An overarching message of the RAND report is that school reform is a tremendously complex business, involving numerous people and agencies and a wealth of variables.

"There's a myth in education that it takes six, seven, eight years to see the effect of school restructuring on student achievement.

—Allan Odden, National Overview tape

No single person, agency or issue holds all the keys to successful implementation. However, the above factors play a critical role in how successful the effort will be in remaking the schools.

What Issues Should Schools and Districts Watch For?

Choosing a CSR model and successfully putting it in place can be confusing and daunting, as the tapes in this package reflect. Schools and districts embarking on this process may well ask, Why do this at all?

Interestingly, the RAND study of New American Schools found that virtually all the schools interviewed reported adopting a design primarily because they thought they would get access to more resources and expertise,

including professional development. Also, the study reports that while some teachers and principals said they adopted a model because they thought it would build on what they were currently doing, no principals said they saw adopting a design as a way to radically change or remake their schools.

For district leaders seeking to help schools choose and implement models, it may help to ask, What does this particular school need most from a partner model? (See the *Resources* section for useful school-assessment tools from NCREL.) What are the issues at the school and district levels that will affect how successful CSR will be? The factors and questions below are based on the experience of the hundreds of schools already implementing a CSR model. Asking these questions will help school and district personnel do a better job of anticipating and resolving barriers to successful implementation:

1. **Assessment and Accountability**—How does the model measure student success? Some states and districts have their own assessments that don't necessarily match those of the design. If teacher pay and promotions are tied to student achievement, they will have to ask particularly careful questions about how the models assess students and how their students perform on other types of tests. Teachers who teach in schools doing CSR often report a great degree of confusion and anxiety about how to balance the demands of the model and the other forms of assessment. One way the

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district can help schools successfully implement CSR models is to give them the assurance that, as long as their students are performing well, the school will be free enough from regulations to facilitate full implementation of the design.

2. **Standards**—Does the model have its own standards schools are required to adhere to? Some districts and states have their own standards that don't necessarily mesh with those of the models. As you will hear on one of the enclosed tapes, Cincinnati told the model developers, "Don't bring your standards and don't bring your tests because we won't use them. Every school is going to be judged by the same standards and the same tests." Other districts address this issue by allowing schools to blend the model's standards with the districts'. Still another solution is to adopt a model that does not bring its own standards or is willing to set them aside for standards already established by the district or state.
3. **Budgetary Control**—Do schools have enough control over their budgets to successfully implement a CSR model? As both the "gurus" and the "educators in the trenches" report on these tapes, implementing a model takes money, and often lots of it. Most CSR models were developed with the understanding that schools would re-allocate some of their existing Title I and other funds to support the new design. But in some districts, schools don't have sufficient control

over their budgets to re-allocate federal monies, direct the use of professional development dollars and make staffing choices consistent with the demands of the design. And, even in districts where schools do have significant budgetary control, the school-level decisionmakers often do not have expertise in assessing and rearranging their funds.

4. **Parent and Community Involvement**—To what extent do parents and the community currently participate in and support the schools? While all CSR models must provide for some form of parent and community involvement, some have detailed plans for such involvement and others give it less emphasis. One very basic form of parent involvement is school choice. Are parents in the district allowed to choose which school their children will attend? This is a particularly important question for CSR implementation because the models require strong support from both school and community to be successful.

5. **Focus**—Is the school seeking strong and consistent focus and vision? Several educators on these tapes mention the fact that their schools lacked focus and all the members did not seem to be working collaboratively. One key reason for partnering with a model is to bring focus to the school. Some of the models are very directive in the way they bring structure and focus to the school, while others set out guiding principles and give the school wide latitude in implementing them. As these tapes make clear, once schools

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"Decentralizing can simply be abdication of authority. And to abdicate authority to the schools and to say that just by virtue of their smallness, they're going to do a better job making decision doesn't hold true and the data haven't shown that to be the case."

Kathleen Ware, Local implementation tape

have developed their new focus and vision, they need cohesiveness and strong support from the district to continue in that path.

6. **Relationship with Developer**—What level of partnering and support does the school need from a design provider? The models range from loose affiliation to more intensive technical assistance, all the way to forming a virtual "new district." This is a crucial piece of information for schools, but it often is not clear at the outset. Some schools report thinking that they would receive more technical assistance than they did, while others were surprised to find their staff

required to attend more training than expected, or the school required to fund unanticipated new staff members for training and support.

Addressing these questions and issues may feel overwhelming, but not nearly as overwhelming as it is to realize the scope and complexity of the changes only after getting partway into the new effort. Asking these questions in advance can help schools and districts chart a path to successful comprehensive school reform.

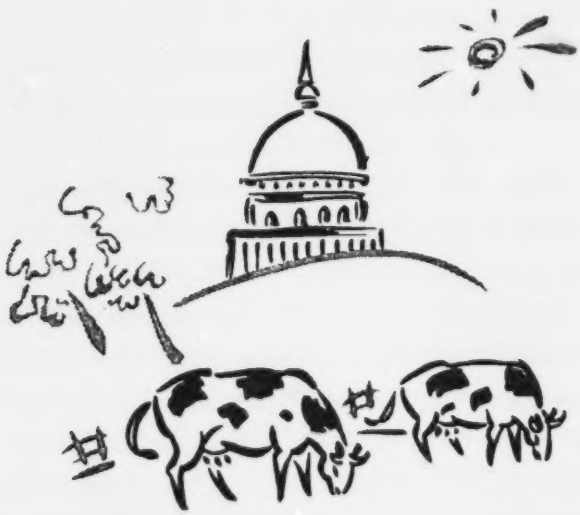
Conclusion

Comprehensive school reform comes with both a price and a promise. The wide range of models available can make choosing one and getting the best fit for a school daunting, but the range of choices also makes a good fit more likely. The comprehensive nature of the work makes the change process even more complex, but it can make the dividends in improved student achievement even greater.

As the tapes and printed information in this packet show, comprehensive school reform gives educators a new tool in their work to help all students succeed. But, like any new tool, it can be hard to use until people have the information, education and experience to make it work. This packet should help educators and administrators ask the right questions and make the right choices to use this new tool to its fullest.

CSR Model Snapshots

The federal CSRD legislation mentions 17 school reform models, each of which is briefly described here. These descriptions are not enough to make a final decision, but they should be enough to help schools and districts to make their "wish lists" and decide which models to pursue. More detailed information is available from a variety of sources (see *Resources* on page 55) as well as from the model developers themselves (see the contact information for each model). The following information is drawn largely from the *Catalog of School Reform Models: First Edition,* published by the U. S. Department of Education (see *Resources* section for ordering information).



Accelerated Schools Project

Primary goal: Bring children in at-risk situations at least to grade level by the end of sixth grade

Grade level: Primarily K-8

Instructional focus: Adapt instructional practices usually reserved for gifted and talented children for all students

Main features:

- "Gifted and talented" instruction for all students through "powerful learning"
- Participatory process for whole school transformation
- Three guiding principles (unity of purpose, empowerment plus responsibility, and building on strengths)

Results: Improvements in student achievement were noted in many Accelerated Schools based on evidence drawn from small-scale evaluations and case studies (large-scale study now under way)

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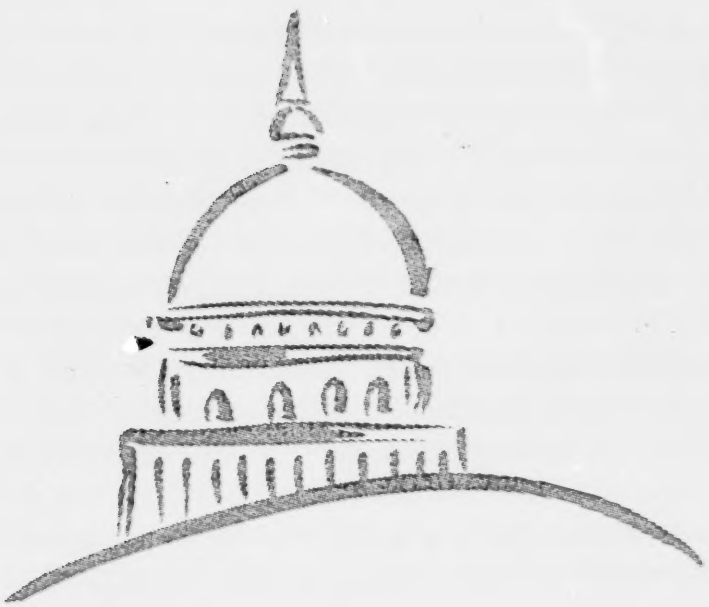

America's Choice (formerly National Alliance for Restructuring Education)

Primary goal: Enable all students to reach internationally benchmarked standards

Grade level: K-12

Instructional focus: Learning is focused on getting all students to standards, varying only the time and resources needed, using prevention, early intervention, and acceleration strategies

Main features:

- Performance standards and reference examinations
- Five key design tasks—standards and assessments, student learning, teacher training, community supports, and parent-public involvement

Results: Substantial gains were made in student achievement on local assessments and on the America's Choice Reference exam in inner-city, rural, and suburban schools

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ATLAS Communities

Primary goal: Develop preK-12 pathways organized around a common framework to improve learning outcomes for all students

Grade level: PreK-12

Instructional focus: Teachers focus on active inquiry and are attuned to students' individual strengths and limitations.

Main features:

- PreK-12 pathways
- Development of coherent K-12 educational programs for every student
- Authentic curriculum, instruction, and assessment
- Whole-faculty study groups
- School/pathway planning and management teams

Results: Consistent improvement on standardized tests and statewide performance assessments in pathways that have worked with ATLAS for at least three years

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Audrey Cohen College: Purpose-Centered Education®

Primary goal: Develop scholarship and leadership abilities using knowledge and skills to benefit students' community and larger world

Grade level: K-12

Instructional focus: Classes structured around five dimensions that incorporate core subjects

Main features:

- Student learning focused on complex and meaningful purposes
- Students use what they learn to reach specific goals
- Constructive Actions (individual or group projects that serve the community)

Results: Trends in standardized test scores show an overall improvement

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Coalition of Essential Schools

Primary goal: Help create schools where students learn to use their minds well

Grade level: Formerly 9-12, now K-12

Instructional focus: Depends on how each school interprets the Common Principles (may involve interdisciplinary instruction, authentic projects, etc.)

Main features:

- Set of Common Principles upon which schools base their practice
- Personalized learning
- Mastery of a few essential subjects and skills
- Graduation by exhibition
- Sense of community

Results: Some of the schools have shown extraordinary results; however, there is little evidence of improved test scores overall.

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www.ces.brown.edu

Community for Learning Program

Primary goal: Achieve social and academic success for students by linking schools with community institutions

Grade level: K-12

Instructional focus: Teams of regular teachers and specialists work together in the classroom, providing individual and small-group instruction for regular and special students. All students have individualized learning plans.

Main features:

- Collaboration with homes, libraries, museums, and other places where students can learn
- Coordinated health and human services delivery component
- Site-specific implementation design
- Adaptive Learning Environments model of instruction

Results: Student achievement in program schools has improved faster than in district schools and control schools

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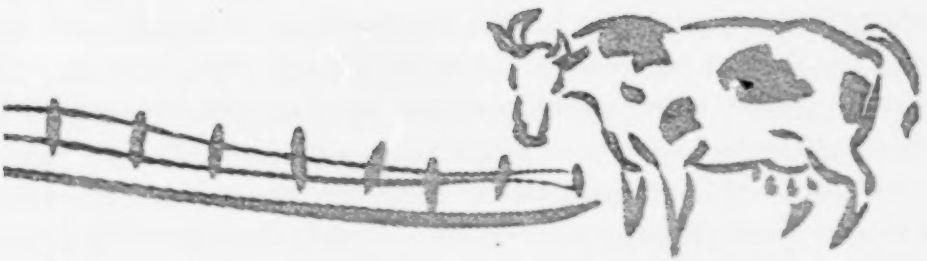

Co-NECT

Primary goal: Boost academic achievement for all students in core subject areas including mathematics, reading, writing, science, and the social sciences

Grade level: K-12

Instructional focus: Schoolwide emphasis on practical application of academic knowledge to authentic problems

Main features:

- High expectations for all students and schoolwide accountability for results
- Use of assessments that measure actual student and school performance
- Organization of the school into small learning communities (known as "clusters")
- Sensible use of the best available technology for everyone
- Customized on-line/on-site training and personal support

- National "critical friends" program
- Leadership processes for whole-school technology integration

Results: Overall improvement in test scores relative to district trends.

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Direct Instruction

Primary goal: Improve academic performance so that by fifth grade, students are at least a year and a half beyond grade level

Grade level: K-6

Instructional focus: Highly interactive lessons presented to small groups of students; flexible grouping of students by performance level; frequent assessment of student progress; no pull-out programs

Main features:

- Field tested reading, language arts, and math curricula
- Highly scripted instructional strategies
- Extensive training

Results: Numerous large- and small-scale evaluations have found significant positive effects on student achievement in reading, language arts, and/or mathematics

Contact:

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Web sites:

Advantage Schools
www.advantage-schools.com

Association for Direct Instruction
www.adihome.org

Morningside
www.morningsideinfo.com

Expeditionary Learning Outward Bound

Primary goal: Focus teaching and learning toward enabling all students to meet rigorous academic standards and character goals

Grade level: K-12

Instructional focus: Interdisciplinary projects; frequent journeys out of the classroom for fieldwork

Main features:

- Challenging learning expeditions that involve authentic projects and fieldwork
- High expectations for all students
- Shared decision making
- Regular review of student achievement and level of implementation
- Students stay with same teacher or team of teachers for more than one year

Results: Nine of ten 3rd-year ELOB schools have shown significant improvement on standardized tests

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High Schools That Work

Primary goal: Increase the achievement of career-bound students by blending the content of traditional college prep studies with quality vocational and technical studies

Grade level: 9-12

Instructional focus: Sites are expected to end low-level courses for all students and increase the use of engaging instructional strategies.

Main features:

- Upgraded academic core
- Common planning time for teachers to integrate instruction
- Higher standards/expectations for all students

Results: Significant improvement was shown in reading and math scores. The gap was widened in achievement scores between career-bound students at HSTW sites and vocational students nationally.

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Modern Red Schoolhouse

Primary goal: Combine the rigor and values of the little red schoolhouse with the latest classroom innovations

Grade level: K-12

Instructional focus: Students master a rigorous curriculum, develop character, and promote the principles of democratic government.

Main features:

- Challenging curriculum
- Emphasis on character
- Integral role of technology
- High standards for all
- Individual education compact for each student

Results: Test scores of students in MRSh elementary schools have increased at multiple sites.

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Paideia

Primary goal: Prepare each student for earning a living, being a citizen of this country and the world, and pursuing lifelong learning

Grade level: K-12

Instructional focus: Instructional goals are based on acquisition of knowledge, development of intellectual skills, and enlarged understanding of ideas and values.

Main features:

- Didactic instruction: teacher lecturing that provides opportunities for "acquisition of knowledge"
- Coaching: one-on-one instruction from the teacher, which takes place while students work independently at their own level and pace
- Socratic Seminars: small group seminars that usually use the Socratic method of questioning to explore issues in greater depth

Results: Writing and other scores have increased for students in selected Paideia schools; teachers report improved critical thinking skills among Paideia students

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Web site: http://www.unc.edu/paideia/

Roots and Wings

Primary goal: Guarantee that every child will progress successfully through elementary school

Grade level: PreK-6

Instructional focus: Combination of prescribed curriculum with teacher-developed instruction in the areas of literacy, math, and social and scientific problem-solving

Main features:

- Research-based curricula
- One-to-one tutoring
- Family support team
- Cooperative learning
- On-site facilitator
- Building advisory team

Results: Students in Roots & Wings schools have outperformed students in control schools.

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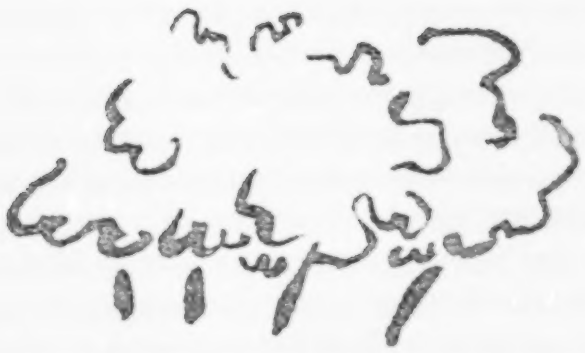

School Development Program

Primary goal: Mobilize entire community of adult caretakers to support students' holistic development to bring about academic success

Grade level: Primarily K-6, but also some middle and high schools

Instructional focus: Goals and outcomes are developed through the comprehensive school plan process.

Main features:

- Three teams—school planning and management, student and staff support, and parent
- Three operations—comprehensive school plan, staff development plan, and monitoring and assessment
- Three guiding principles—no-fault approach to problem solving, consensus decision making, and collaboration among principal and teams

Results: Student achievement in many School Development Program schools has risen significantly, often outpacing districtwide achievement or achievement in control schools.

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Success for All

Primary goal: Ensure that all children learn to read in the early grades

Grade level: PreK-6

Instructional focus: Prescribed curriculum and cooperative learning in reading classes; other subjects not affected (see Roots & Wings for a description of other curricular components that can be added)

Main features:

- Schoolwide reading curriculum
- Cooperative learning
- Grouping by reading level (reviewed by assessment every 8 weeks)
- Tutoring for students in need of extra assistance
- Family support team

Results: Students in Success for All schools consistently outperform students in control schools on reading tests. The effects have been more pronounced for students in the bottom quartile.

Contact:

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Web site: http://successforall.com

Talent Development High School

Primary goal: Improve achievement and other outcomes for at-risk students in large high schools

Grade level: 9-12

Instructional focus: High level core curriculum prepares all students for college attendance; four-period day allows in-depth instruction and project learning.

Main features:

- Ninth-grade success academy
- Career academies for grades 10-12
- Core curriculum in a 4-day period
- Twilight school (alternative after-hours program)

Results: Increased math and writing scores, attendance, and promotion rates were reported at the initial TDHS high school

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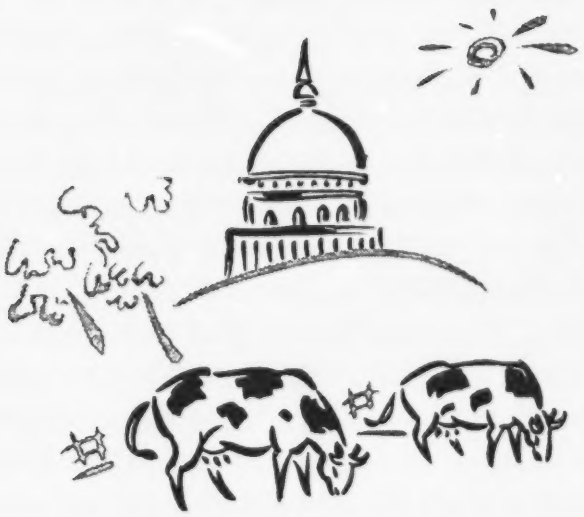

Urban Learning Centers

Primary goal: Create learning environments where high-quality instruction is supported by a well-organized school that is strongly connected to its community

Grade level: PreK-12

Instructional focus: Program staff work with school staff to develop curriculum and instructional approaches.

Main features:

- Thematic, interdisciplinary curriculum
- Transitions from school to work and postsecondary education
- Integrated health and human services on school site
- Collaborative governance model

Results: Ninety-eight percent of seniors from the first graduating class at the two model learning centers were accepted to postsecondary institutions.

Contact:

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www.naschools.org/schools_p_urban.html

Resources

NCREL resources

CSRD design model videotapes

This collection of tapes was recorded at CSRD design model workshops for schools and districts contemplating comprehensive school reform. They include in-depth individual design model tapes and two overview interview tapes that give short summaries of the models named in the Obey-Porter legislation.

Comprehensive School Reform: Making Good Choices–A Guide for Schools and Districts

This is a two-part booklet that presents a four-step decision-making strategy to help schools make good, informed, data-driven choices about school reform options. The booklet consists of a guide and a set of tools that includes:

- a self-evaluation instrument
- a school-profiling tool
- research grid and questions
- a resource page

Comprehensive School Reform: A Guide for School Leaders
New Leaders

Explores three well-known comprehensive school reforms: The Coalition of Effective Schools, the Paideia Program, and Success For All. Profiles show how the reforms have been implemented in urban, rural, and suburban districts. Concludes with a planning tool to help leaders interested in applying for CSRD program funds.

Resources from other organizations

Achieving Student Success: A Handbook of Widely Implemented Research-Based Educational Reform Models

Laboratory for Student Success, 1998

Available on the World Wide Web:
www.reformhandbook-lss.org/

Assessment of School Readiness

Northwest Regional Education Laboratory, 1998

Catalog of School Reform Models (first edition)

U.S. Deparment of Education (prepared by the Northwest Regional Education Laboratory with assistance from the Education Commission of the States), 1998. A second edition with additional models will be available in Fall 1998.

Comprehensive School Reform: Allocating Federal Funds

Education Commission of the States, 1998

Comprehensive School Reform: Criteria and Questions

Education Commission of the States, 1998

Comprehensive School Reform: Identifying Effective Models

Education Commission of the States, 1998

Continuum of Evidence of Effectiveness

Part of the U.S. Department of Education's guidance to states on the Comprehensive School Reform Demonstration Program. It helps in assessing the effectiveness of reform models.

Examining Professional Development Within Comprehensive School Design Models

U.S. Department of Education, 1998

Fitting The Pieces: Studies of Education Reform

U.S. Department of Education Office of Educational Research and Improvement

Steven Klein, Elliott Medrich, Valeria Perez-Ferreiro, MPR Associates, Inc.

If the Shoe Fits: A Guide for Charter Schools Considering Adoption of a Comprehensive School Design

Charter Friends National Network, 1998

Bryan and Emily Hassel

Issues...about Change

A series of briefing papers designed to address issues related to the implementation of comprehensive, long-term models for school reform.

Southwest Educational Development Laboratory, 1998

Making Matches that Make Sense (Opportunities and Strategies for Linking Charter Schools and Comprehensive School Design Organizations)

Charter Friends National Network, 1998

Bryan and Emily Hassell

Lessons From New American Schools Development Corporation's Demonstration Phase

RAND, 1996

Susan J. Bodilly with Susanna Purnell, Kimberly Ramsey, Sarah J. Keither

Lessons from New American Schools' Scale-Up Phase (Prospects for Bringing Designs to Multiple Schools)

RAND, 1998

Susan J. Bodilly with Brent Keltner, Susanna Purnell, Robert Reichart, Gina Schyler

New American Schools After Six Years

RAND, 1998

Thomas K. Glennan, Jr.

New American Schools' "How-To" Series

Seven research papers that provide a guide to the best thinking about comprehensive school reform from some of the nation's top researchers.

New American Schools, 1997

The Role of Leadership in Sustaining School Reform: Voices From the Field

Office of Educational Research and Improvement, 1996

Sand, Bricks, and Seeds: School Change Strategies and Readiness for Reform

Center for Research on the Education of Students Placed at Risk, Johns Hopkins University, 1997

Robert E. Slavin

Selecting School Reform Model: A Reference Guide for States

Charts which CSR developers are working in what states.

Education Commission of the States, 1998

States and Districts and Comprehensive School Reform

CPRE Policy Briefs No. RB-24, 1998

Consortium For Policy Research in Education

World Wide Web addresses

Education Commission of the States:
www.ecs.org

NCREL: www.ncrel.org/csri/

Northwest Regional Education Laboratory:
www.nwrel.org/scpd/natspec/catalog/

New American Schools: www.naschools.org

Southwest Educational Development Laboratory:
www.sedl.org/csrd/resources.html

U. S. Department of Education:
http://www.ed.gov/offices/OESE/compreform/

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Changing by Design: Comprehensive School Reform

Your feedback is important, so please complete and return this survey within the next day or two. Your candid responses to the questions below will help us create similar policy products to meet your needs.

1. What did you like *most* about *Changing by Design? (Check all that apply)*

   ❑ Topic ❑ Timeliness ❑ Content ❑ Format ❑ Writing style ❑ Audio tapes

   Comments: _____

   _____

2. Which format do you prefer for information about educational policy?

   ❑ Print ❑ Audio ❑ Video ❑ Internet ❑ Overheads

3. How might you use such information? _____

   _____

4. Which topics would you like us to address in the future? *(Check all that apply)*

   ❑ School reform ❑ Accountability/assessment ❑ Management/fiscal issues
   ❑ Curriculum and instruction ❑ Service delivery/coordination

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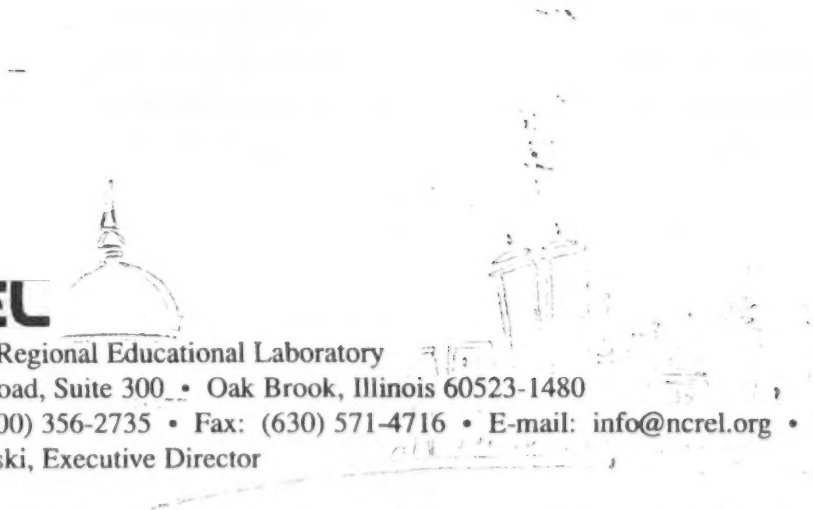

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